

Math & Reading

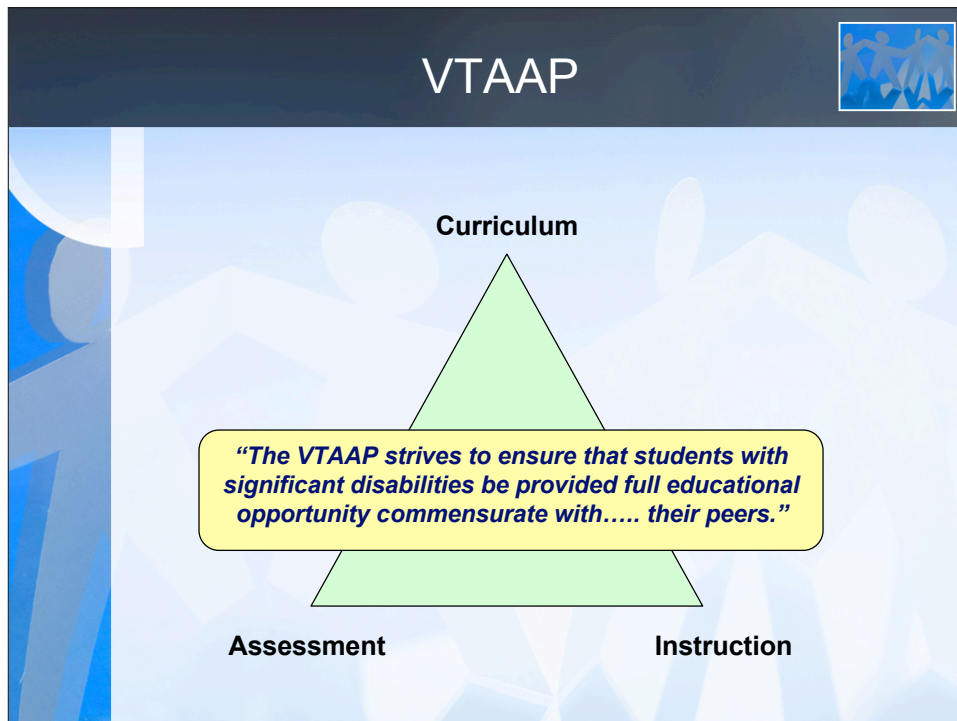


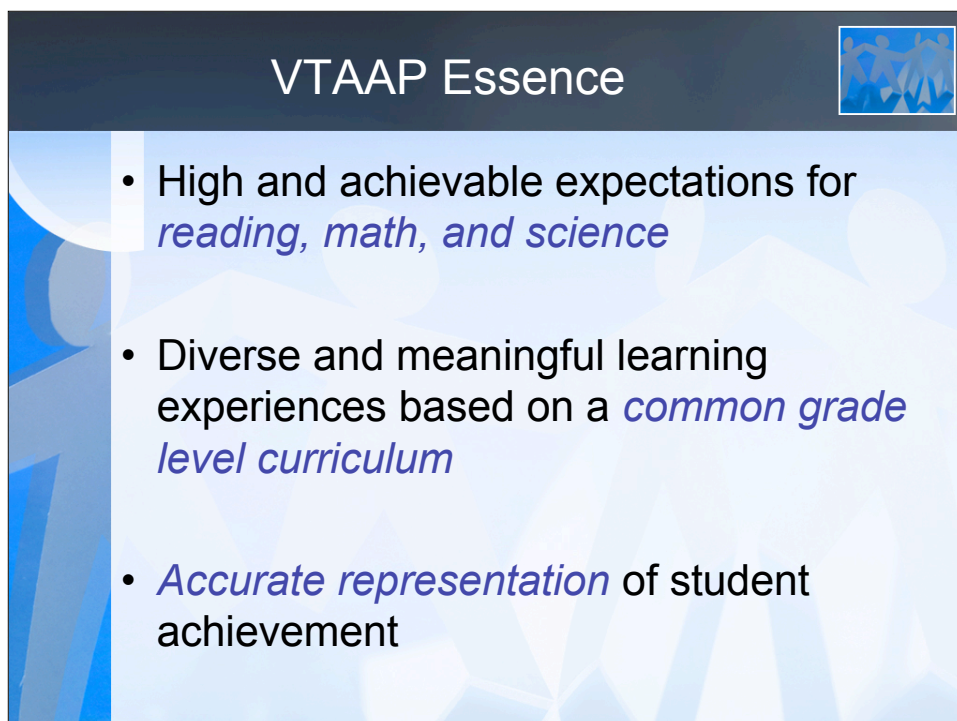
Fall NECAP Grade tested	Grade level GEs tested by NECAP	VTAAP data collected in this grade	VTAAP submitted at the end of this grade
3	2	2	2
4	3	3	3
5	4	4	4
6	5	5	5
7	6	6	6
8	7	7	7
11	10	10	10

Science



Spring NECAP Grade tested	Grade level GEs tested by NECAP	VTAAP data collected in these grades	VTAAP submitted at the end of this grade
4	K-4	3 & 4	4
8	5-8	7 & 8	8
11	9-11	10 & 11	11



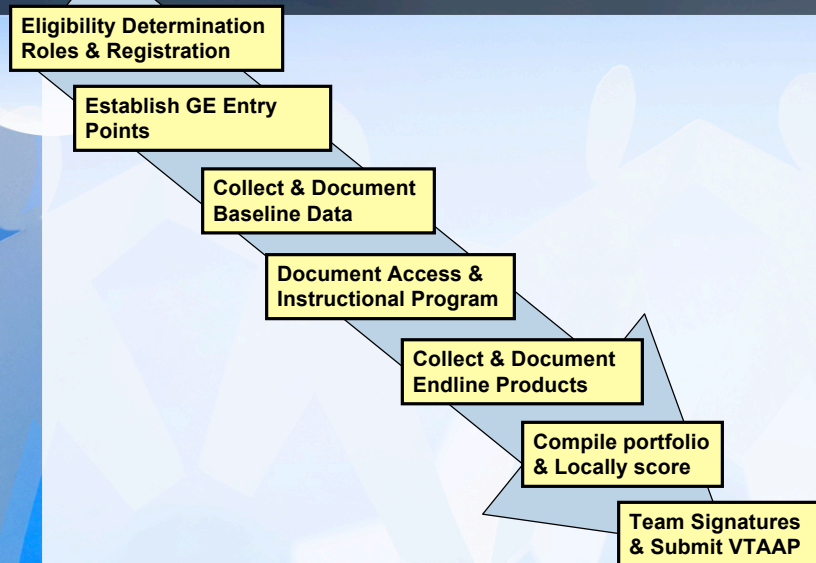
- ## VTAAP Essence
- 
- The slide has a dark blue header with the title "VTAAP Essence" and a small blue square icon with white silhouettes of people in the top right corner. The main content area is light blue with faint silhouettes of people. It contains a bulleted list of three items. The words "reading, math, and science" in the first bullet, "common grade level curriculum" in the second, and "Accurate representation" in the third are highlighted in blue.
- High and achievable expectations for *reading, math, and science*
 - Diverse and meaningful learning experiences based on a *common grade level curriculum*
 - *Accurate representation* of student achievement

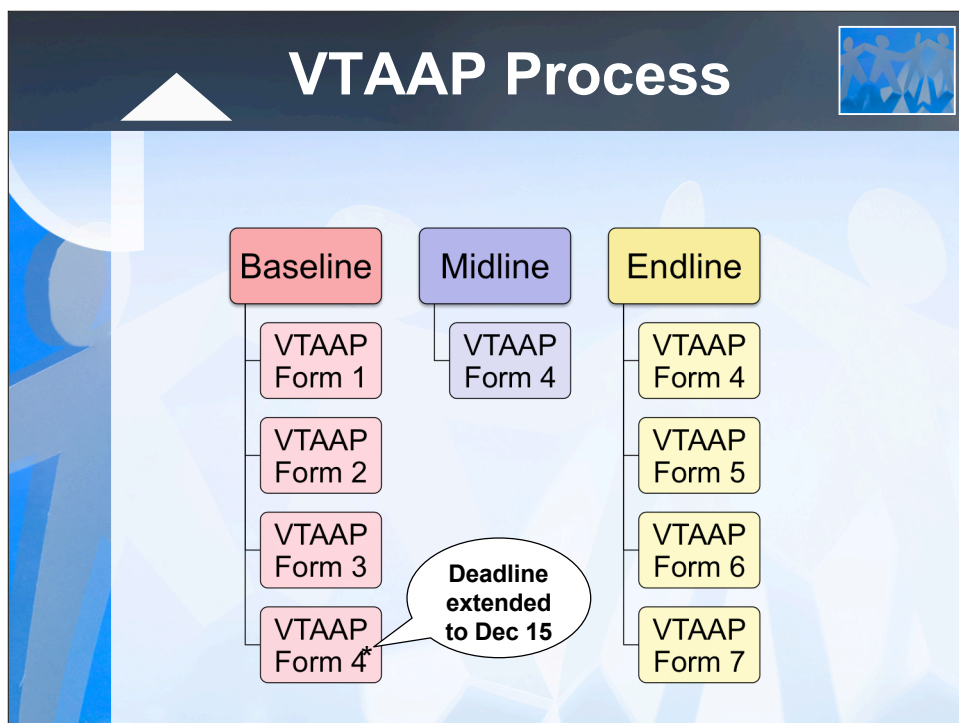
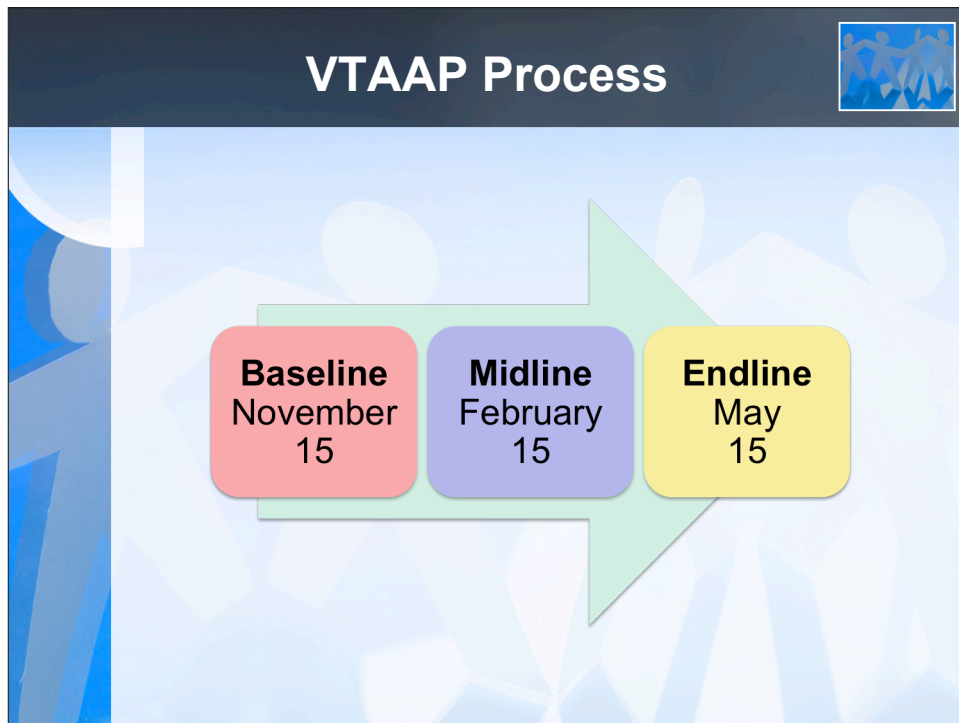
Assessment Refinements





- More online efficiency
- Reduced documentation
- Standardized assessment targets
- Improved alignment

Overview







VTAAP Forms




- Form 1: Eligibility and Team Information
- Form 2: Grade Expectation Declaration
- Form 3: Baseline Record
- Form 4: Curriculum Access & Instruction Record
- Form 5: Endline Product Record
- Form 6: Local Scoring
- Form 7: Team Signatures


VTAAP Forms



- Form 1: Eligibility and Team Information
- Form 2: Grade Expectation Declaration
- Form 3: Baseline Data Record
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- Form 5: Endline Product Record
- Form 6: Local Scoring Form
- Form 7: Team Signatures



VTAAP forms





- Form 1: Eligibility and Team Information
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- Form 7: Team Signatures

Endline

VTAAP Form 1

Eligibility and Team Information



Documents the Team's determination of eligibility for the VTAAP, provides options for parent involvement in that process, and identifies specific Evaluation Team Members.

- **Section A- Eligibility Decision**
 - Individual student
 - Every assessment year
 - 4 questions for each content area specific
- **Section B- Parent Participation**
 - The law (*Inform*)
 - Best practice (*Involve*)
- **Section C- Team Roles and Responsibilities**
 - Content area teacher
 - Principal
 - Electronic signature



I remember when....



A “Standard”
...was a type of car



I remember when....



“Grade Expectations”
...was a novel by Charles Dickens



I remember when....



“GE”

...was a company that made light bulbs



And I remember when....



“Greg and Cindy”

...were two kids on the Brady Bunch



I really miss Fall 2008



▶ Necessary


▶ Important


▶ Possible



VTAAP Form 2

Grade Expectation Declaration





Teams select assessment targets, summarize the student's current skills in the content area, and identify instruction and support options.

Reading

- Decoding
- Vocabulary
- Understanding Text
- Interpretation and Analysis of Text

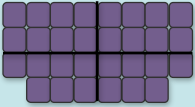
Math

- Numbers and Operations
- Geometry
- Algebra
- Data and Statistics

Science

- Content Knowledge (Physical, Life, Earth/Space)
- Inquiry Skills

MATH




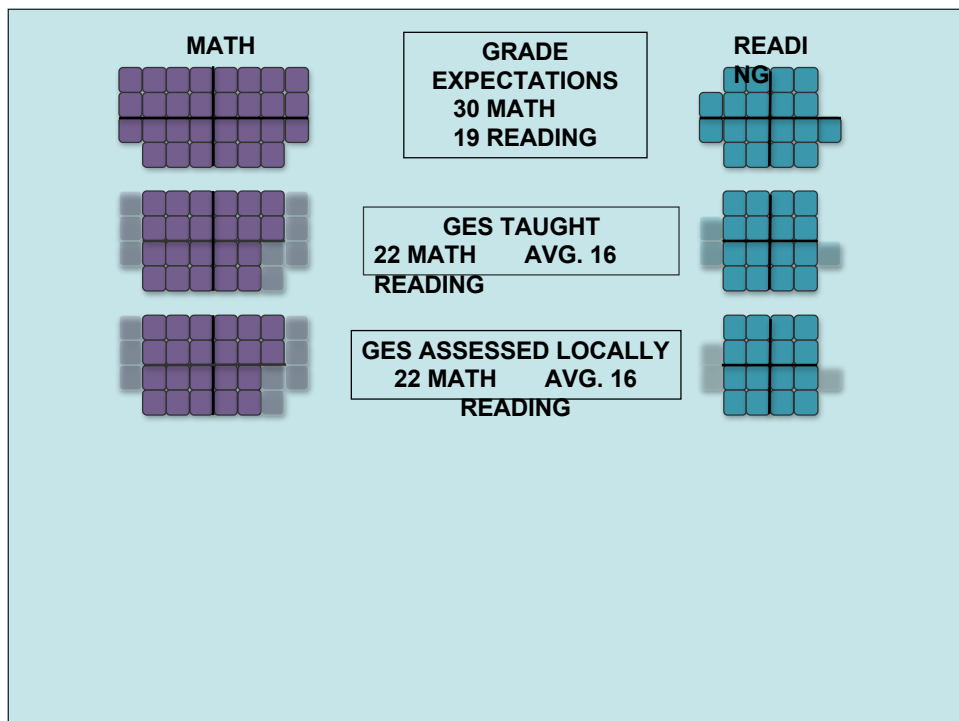
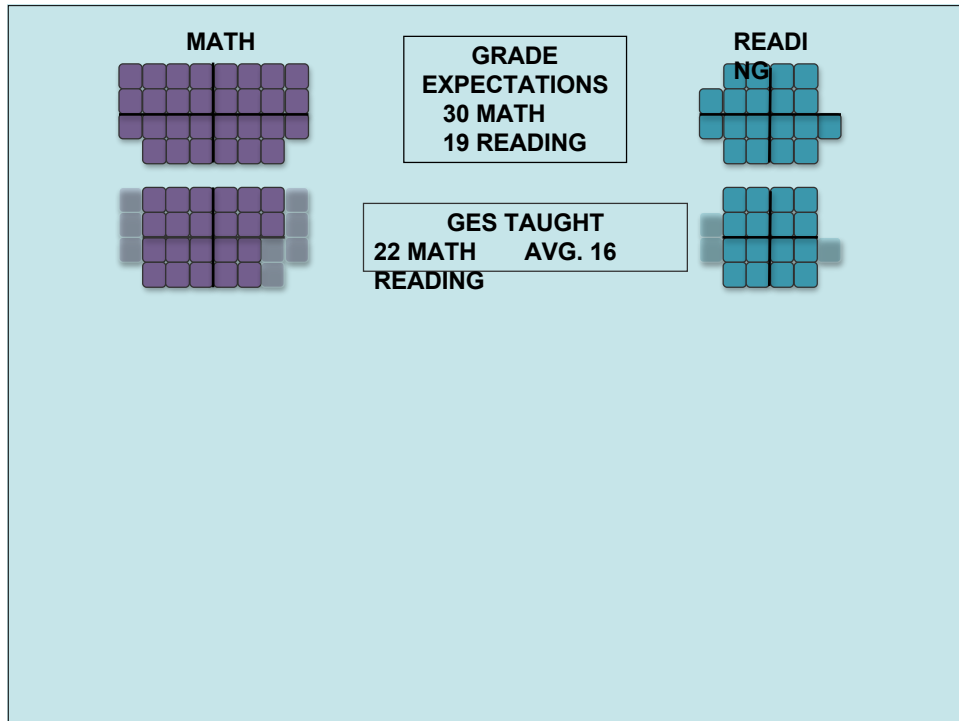
GRADE EXPECTATIONS

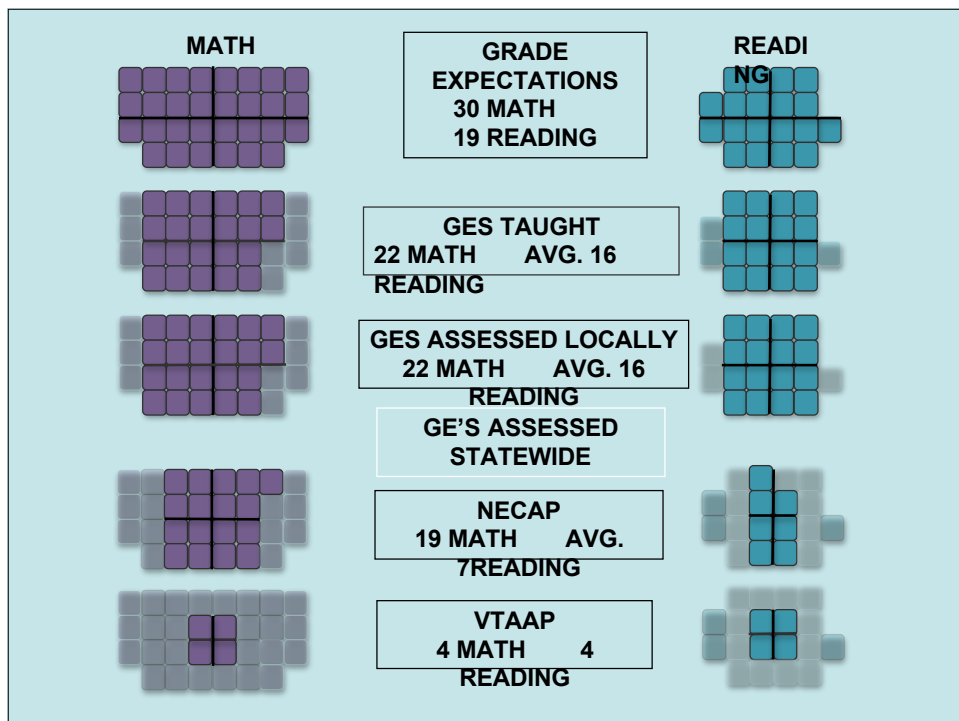
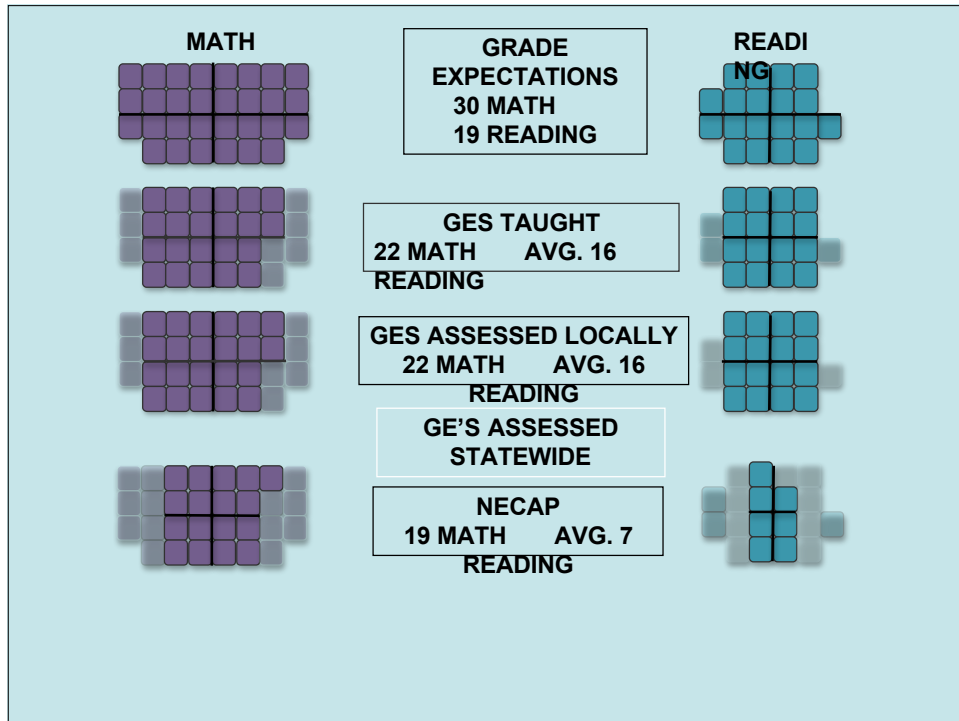
30 MATH

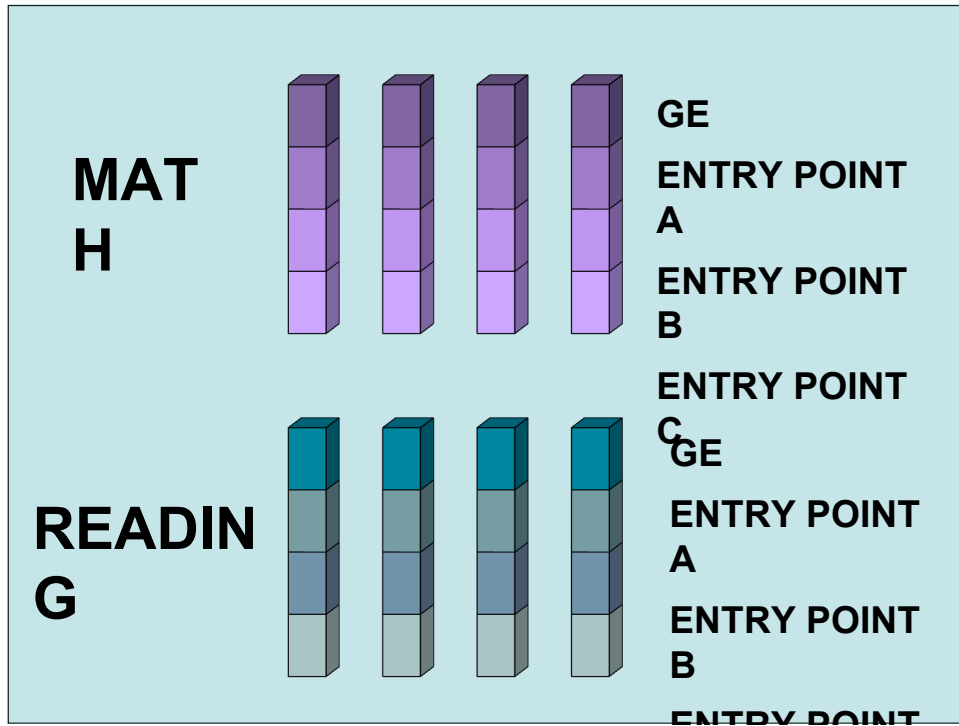
19 READING

READIN









VTAAP Form 2
Grade Expectation Declaration

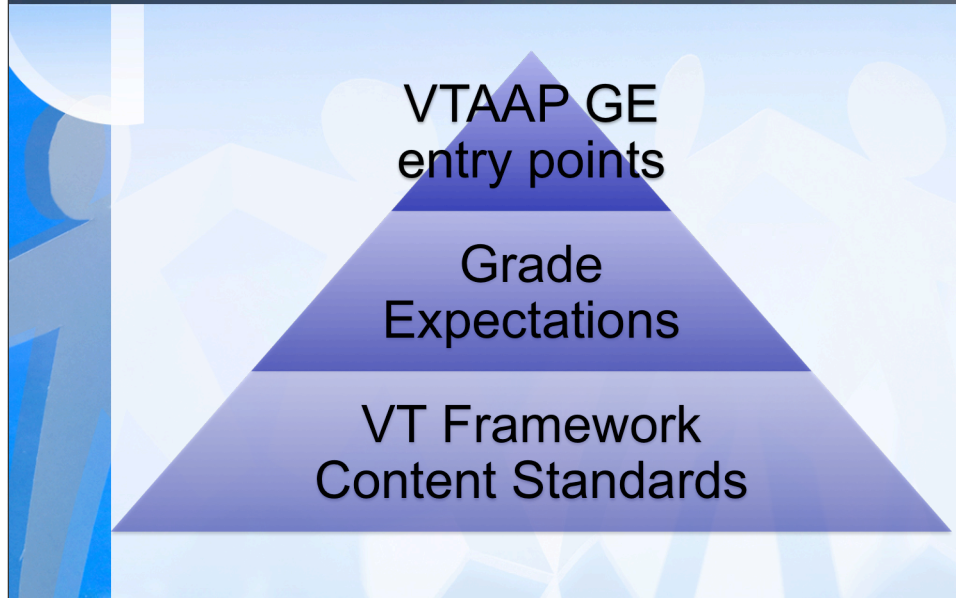
Teams select assessment targets, summarize the student's current skills in the content area, and identify instruction and support options.

Reading program

Math program

Science program

Standards, GEs and entry points



What are Grade Expectations?



“Standards” = “Grade Expectations” = “GEs”

Form the basis of
instruction, curriculum and assessment.

As a set, GEs identify by grade
what will be taught and tested.

How Grade Expectations become Accessible



The VTAAP does not test as many GEs at each grade as the NECAP, but across all the grades it covers each GE at least twice.

So there are fewer GEs per grade assessed, and more time for specialized instruction .

How Grade Expectations become Accessible



The VTAAP modifies the wording of the GEs so that the essence of the concepts, skills and knowledge are retained, but the evidence of that learning may be less complex and is in a different form.

So the VTAAP assessment represents the same degree of challenge as the NECAP.

Grade Expectation Entry Points



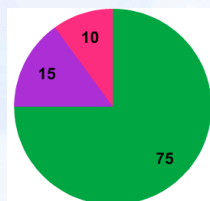
GE entry points are observable, measurable behaviors that show the student has gained the skill or concept in the GE.

Levels of Symbolic Communication



A - Abstract Symbolic Communication

- uses verbal or written words, signs, Braille, or language-based augmentative systems to communicate
- recognizes some sight words, numbers, etc.
- approximately 75% of VTAAP applicants.

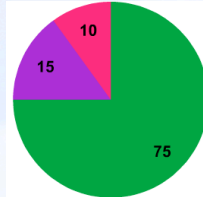


Levels of Symbolic Communication



B - Concrete Symbolic Communication:

- beginning to use pictures or other symbols to communicate
- uses understandable communication through gestures, photos, line drawings, objects/textures, points, etc.,
- clearly expresses a variety of intentions
- approximately 15% of VTAAP applicants.

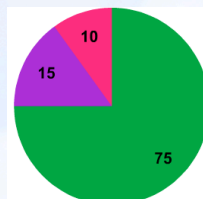


Levels of Symbolic Communication



C - Pre-symbolic Communication:

- communicates primarily through gestures, eye gaze, purposeful moving to object and sounds, cries, facial expressions, change in muscle tone, etc
- no clear use of objects/textures, conventional gestures, pictures, signs, etc. yet.
- may not yet have a consistent motor signal that can be used to initiate and respond
- approximately 10% of VTAAP applicants



A Note about Supports



- It is appropriate, expected and even advisable, to use certain types of supports in teaching and applying the concepts and skills targeted in the GEs.
 - “**teacher-free**” supports are intended for use by the student without adult involvement
 - “**content-free**” technologies do not address specific curriculum, but can be used more flexibly across different contexts
 - “**answer-free**” supports do not contain the answer, only information about how to get to the answer

NUMBERS AND OPERATIONS GR 4 GE 2

Demonstrates understanding of the relative magnitude of numbers from 0 to 999,999 by ordering or comparing whole numbers; and ordering, comparing, or identifying equivalent proper positive fractional numbers; or decimals using models, number lines, or explanations.

“tell if a number is bigger than, smaller than, or the same as another number”

- A Compares numbers using relational symbols ($>$, $<$, $=$) when given two sets of numbers.
- B Recognizes the relational symbols ($>$, $<$), as shown by supplying a number that makes the inequality statement correct.
- C Compares numbers by matching one set of items (pictures or objects) to a second set to determine if the two are $=$ (“same”) or \neq (“different”).





GEOMETRY AND MEASUREMENT GR 3 GE 15

Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands.

“Take and record different types of measurements accurately”

- A - Uses tools (e.g. ruler, scale, thermometer, clock, cup, spoon, beaker, etc.) to determine measurement, and records measurement using appropriate units (e.g. inches, minutes, degrees, pounds etc.).
- B - Selects and names measurement tools appropriate to tasks (e.g. ruler, scale, thermometer, clock, cup, spoon, beaker, etc.) and uses tools to determine measurement.
- C - Given a sample/model of the required measurement tools, selects measurement tools (ruler, scale, thermometer, clock) appropriate to tasks.




ALGEBRA GR 6 GE 19

Identifies and extends to specific cases a variety of patterns (linear and nonlinear) represented in models, tables, sequences, or in problem situations; and writes a rule in words or symbols for finding specific cases of a linear relationship.

“states number patterns”

- A - Using a number display (number line, 100's chart, calendar), extends patterns to the next element to count by 2's, 5's and 10's.
- B - Using a number display (number line, 100's chart, calendar) with additional visual discrimination cues (color coded, add shape to number) , extends patterns to the next element to count by 2's, 5's and 10's.
- C - Using a number display (number line, 100's chart, calendar) and visual cue to target (light cue, object to object matching with numbers), extends patterns to the next element to count by 2's, 5's and 10's.



DATA AND STATISTICS HS GE 25



Identifies or describes representations or elements of representations that best display a given set of data or situation, consistent with the representations required in M(DSP) 7-1

“select best visual representations to describe and understand events”

- A - Identifies the variables that form the data set and pair with a display format ((*circle graphs, line graphs, or stem-and-leaf plots*)).
- B - Selects a data display format ((*circle graphs, line graphs, or stem-and-leaf plots*)) and indicates location of one element when given the other(s).
- C - Places elements into data display format.

VTAAP Form 3

What everyone needs to know about VTAAP data....




Every entry point assessment target requires one online Record and two hard copy Products (1 baseline & 1 endline)

- Completely annotated
- Fully aligned to entry point
- Independent performance
- Representative sample
- Four allowable formats

Carefully planned formal assessment


- Work sample
- Photocopied materials plus data chart
- Video clip plus data chart
- Photograph plus data chart

VTAAP Form 3
Baseline Record



Baseline Record


- Brief description of baseline sample
- Placeholder



Baseline Product

- Accuracy <50%
- Save in portfolio folder for May 15

VTAAP Form 4
Curriculum Access & Instruction Record




Record the format and process of content area instruction, including grade level curriculum access activities and student performance data collection.


- Section A- GLGEC connections
- Section B- Individualized instruction
- Section C- Instructional plan
- Section D- Data collection & interpretation

Dec 15	Feb15	May 15
Baseline	Midline	Endline

VTAAP Form 5

What everyone needs to know about VTAAP data....




 **Every** entry point assessment target requires one online Record and two hard copy Products (1 baseline & 1 endline)


- Completely annotated
- Fully aligned to entry point
- Independent performance
- Representative sample
- Four allowable formats

Carefully planned formal assessment


- Work sample
- Photocopied materials plus data chart
- Video clip plus data chart
- Photograph plus data chart

VTAAP Form 5 Endline Record




 **Endline Record**


- Task description
- Explicit Connection to GLGEC (SAM)


 **Endline Product**

- Annotation (Name, Date Accuracy)
- Show GLGEC



VTAAP Form 6 Local Scoring





Score form for each GE, to be used by the local team prior to submission of the completed Portfolio.

Part I: Qualifying Elements

Strength of Evidence

- Baseline Evidence
- Instruction Evidence


Part II: Scoring Elements

GE Alignment


- Depth
- Breadth

Performance Evidence

- Endline Product Accuracy




VTAAP Science

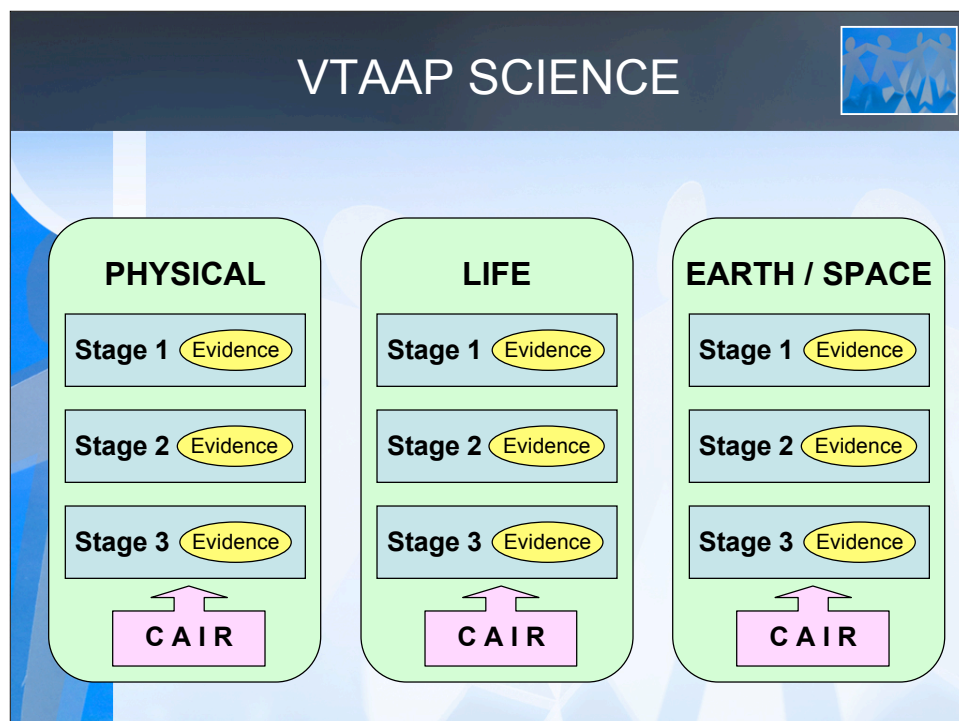


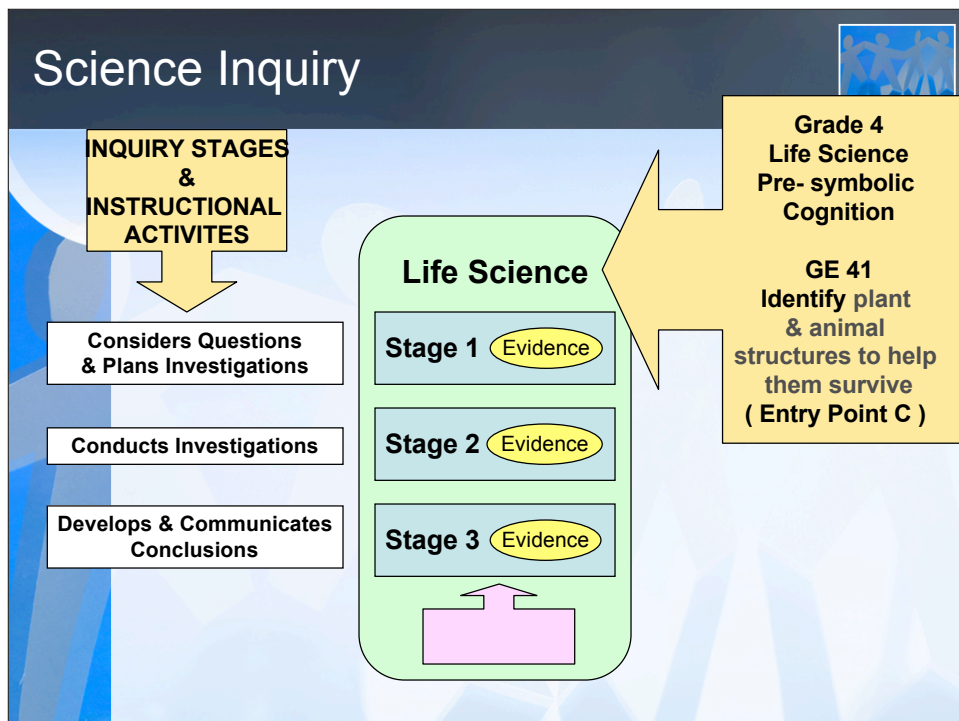
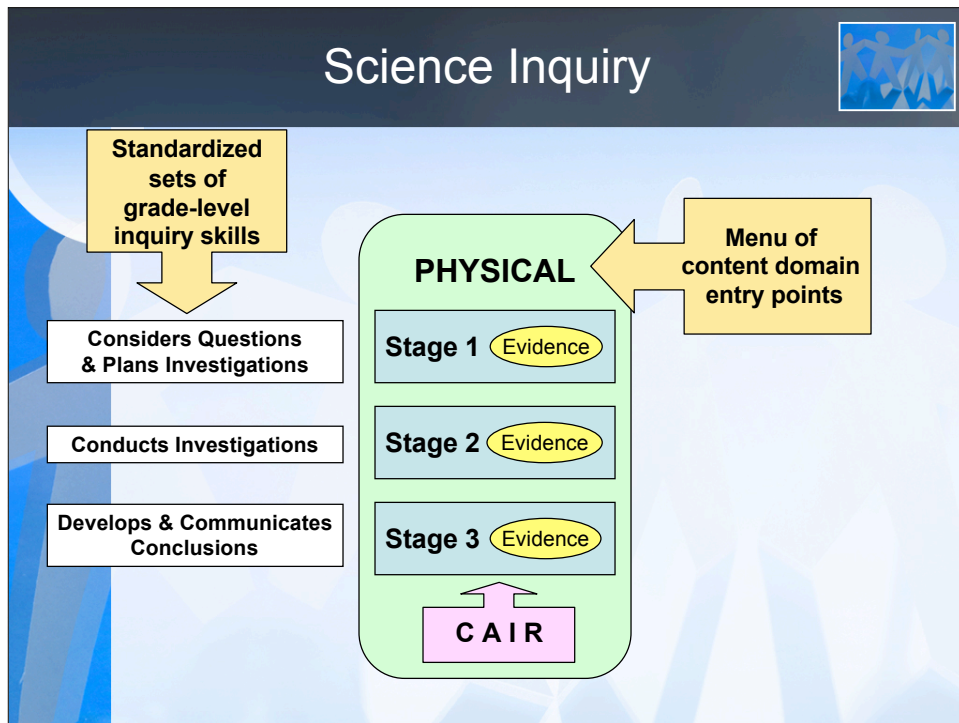
- Submitted in grades 4,8,11
- Data collected in grades 3/4, 7/8, 10/11
- 2008-2009 VAA results in grades 7 & 10 carried forward for VTAAP

VTAAP Science



- **3 Inquiries**
 - Standardized sets of inquiry skills with entry points for each grade (4, 8, 11)
 - 3 stages of inquiry
 - Considers Questions & Plans Investigations
 - Conducts Investigations
 - Develops & Communicates Conclusions
- **3 Content Knowledge Domains**
 - Entry points for each domain
 - Physical, Life, Earth & Space





Each Inquiry



- Focus on the acquisition of *independent* inquiry skills across the school year
(see *grade-level inquiry rubrics*)

- Content knowledge measured as:



(see *content knowledge rubrics*)

SCIENCE EXAMPLE



- **CONTENT DOMAIN** → Life Science
- **GE SELECTION** → Grade 4
- **GE** - *Understanding that living things have identifiable characteristics and interactions that allow for survival*
- **ENTRY POINT C** (Pre- symbolic level)
→ GE 41- Identify plant and animal structures to help them survive (C)



→ GE 41 Identify plant and animal structures to help them survive



- Inquiry Stage I: Considers, Questions, Plans investigation
- *Explores leaves, stems, roots, branches, trunks, flowers, seeds, etc.*
- *Explores feet, hands, mouth, eyes, nose, bottom, legs*
- *Asks questions – What do we know? What do we want to know and learn?*

→ GE 41 Identify plant and animal structures to help them survive



- Inquiry Stage II: Conducts Investigation
- *Studies body parts and their functions (feet, hands, mouth, eyes, nose, bottom, legs)*
- *Explores, manipulates, observes, collects, sorts, labels, describes, discusses, questions*

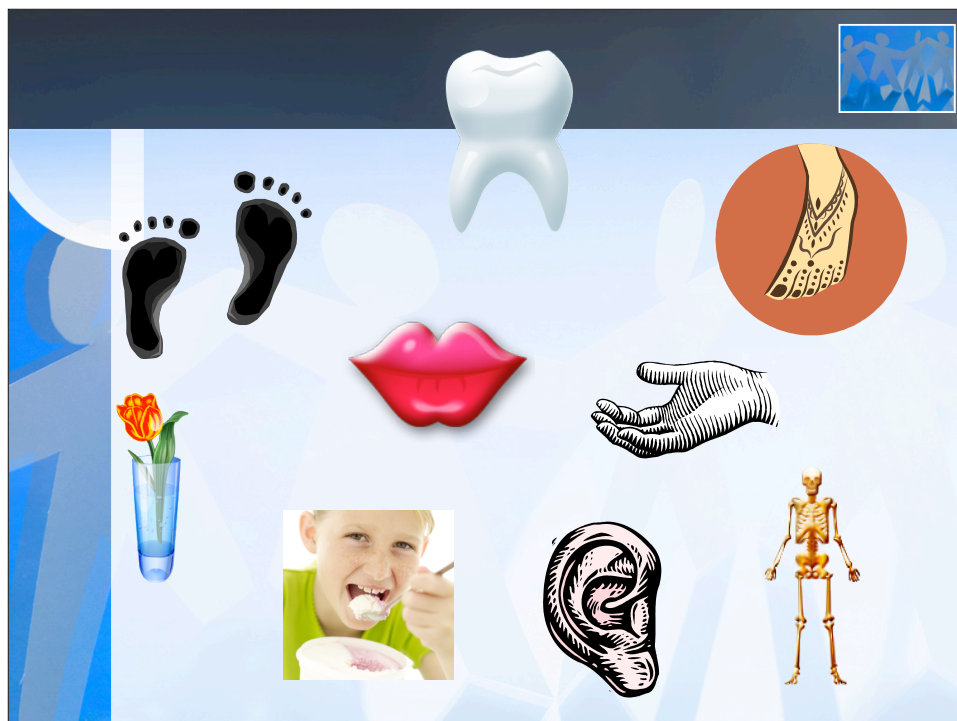
→ GE 41 Identify plant and animal structures to help them survive.



- Inquiry Stage III:

- **Develops & Communicates Conclusions**

- *Selects, sorts, points to, names, matches body and plant structures, hits button, gestures, signals*



Opportunity to Explore and Learn



OPPORTUNITY TO EXPLORE AND LEARN



Hands-on learning
Meaningful for student
New learning in science
Connected to what other students are
learning
Fun!

VTAAP Form 7 Team Signatures



Team members sign off on their participation in the VTAAP assessment process.



Team Signatures

- Principal's Responsibility Form

Portfolio Submission – May 15th



Submit VTAAP

- Required Baseline & Endline Products
- Optional supporting documents
 - Instructional plans
 - Student Access Map
 - Instructional Mapping form

Upcoming Trainings



Successful Practices for Including Students with Intensive Needs

(including multiple disabilities, deaf-blindness, severe autism and learning impairments)

Main Presenters: Ginny Iverson & Tim Fox

October 2, 2009: The Equinox, Manchester, VT
October 6, 2009: Doubletree Inn, Burlington, VT
October 9, 2009: Stone Grill, Morrisville, VT
October 13, 2009: Woodstock Inn, Woodstock, VT

Additional Information and directions for our new online registration will be available this Fall. If you have questions please contact: Tim Fox
(timothy.fox@uvm.edu)

Upcoming Trainings



Successful Practices for Teaching Literacy to Students with Intensive Needs

(including multiple disabilities, deaf-blindness, severe autism and learning impairments)

Main Presenters: Tammy Loomis & Mary Ellen Seaver-Reid

December 4, 2009: The Equinox, Manchester, VT
December 8, 2009: Doubletree Inn, Burlington, VT
December 11, 2009: Stone Grill, Morrisville, VT
December 15, 2009: Woodstock Inn, Woodstock, VT

Additional Information and directions for our new online registration will be available this Fall. If you have questions please contact: Tim Fox
(timothy.fox@uvm.edu)

Science VPDN




- Special Educator Workshops
- The Vermont Professional Development Science Network Meetings will provide a half-day workshop in your region designed specifically for special and general educators to become acquainted with the Vermont Alternate Assessment Portfolio for Science. These meetings will be held in early November. (Please follow this link).

http://creator.zoho.com/rosewheeler/vt-alternate-assessment-portfolio-for-science/form-perma/Workshop_Registration/

- All special educators are encouraged to attend an opening session with science teachers which will address Communication in Science through weather and climate change content. A VTAAP for Science breakout session will follow, introducing guidelines for developing the Inquiry portion of a science portfolio. A hands-on inquiry science performance task will provide teachers with an example of how this population of students can meaningfully participate in grade level curriculum.



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